A STUDY OF HAPPINESS AT WORKPLACE AND ORGANIZATIONAL CITIZENSHIP BEHAVIOUR OF EDTECH EMPLOYEES

SHORT SYNOPSIS

Submitted in partial fulfilment of the requirement of the degree of

DOCTOR OF PHILOSOPHY

to

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by

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DECLARATION BY THE SCHOLAR

I hereby declare that the short synopsis entitled A Study of Happiness at Workplace and Organizational Citizenship Behaviour of EdTech Employees being submitted in partial fulfilment of the requirement for the degree of Doctor of Philosophy in the Department of Management and Commerce, School of Management and Commerce of Manav Rachna University, Faridabad during the Academic Year 2022-2023.

It is the work that is expected to be carried out under the supervision of Dr. Animesh Singh, Associate Professor, Manav Rachna University.

Further, it is declared that the short synopsis is within the plagiarism limit and copy of the same is attached as per the University norms.

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CERTIFICATE BY SUPERVISOR

This is to certify that, the short synopsis entitled A Study of Happiness at Workplace and Organizational Citizenship Behaviour of EdTech Employees is an original piece of work done by research scholar, Preeti Goel under the supervision of Dr. Animesh Singh for the degree of Doctor of Philosophy in the Department of Management and Commerce, School of Management and Commerce of Manav Rachna University, Faridabad during the Academic Year 2022-23.

Further, it is certified that the short synopsis is within the plagiarism limit and copy of the same is attached as per the University norms.

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ABSTRACT

Organizations have become reliant on the employees' job behaviours and attitudes that go above and beyond the call of duty, referred to as Organisational Citizenship Behaviours. This research study aims at improving employees' behaviour in response to business needs. Previous studies have shown that happy people are more creative, productive, and successful at completing tasks. Hence, this research study investigates the relationship between Happiness at Workplace, HAW (positive attitudes at workplace) and organisational citizenship behaviour, OCB (extra-role behaviour). This study also investigates whether the age and gender of employees has any influence on the level of OCB. This research study also describes an organizational learning strategy for explaining work behaviour. It demonstrates that the OCBs are better promoted by happiness at workplace under specific learning circumstances. The focus of this study is on the workers of EdTech Companies where attitudes and learning capacities are especially crucial to achieve beyond predetermined goals. This research study also examines if Organizational Learning Capability mediates connection between and Happiness at Workplace (HAW) and Organizational Citizenship Behaviour (OCB) of EdTech Employees.

Keywords: Happiness at Workplace, Organizational Citizenship Behaviour, Organizational Learning Capabilities, Demographic Variables, EdTech Employees.

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A Study of Happiness at Workplace and Organizational Citizenship Behaviour of EdTech Employees

1. Introduction

The increasing globalisation of business, fast changing business markets, and increasing competitive intensity have all challenged firms to be more inventive and adaptive in recent decades. Organizational long-term stability and excellence are impossible to achieve without effective and efficient personnel who can serve the company for a greater period of timespan and contribute towards dynamic quality of organisation. Employees are typically required to take initiative, work with others, and adhere to strict performance requirements in order for organisations to achieve greatness through employee efficiency and effectiveness (Salas-Vallina et al., 2017).

Employees must contribute in order to create a conducive working environment, and it is here that additional role behaviours are needed. In this sense, in addition to in-role requirements, extra-role behaviour or to precisely term it as organisational citizenship behaviour (OCB) has become critical for ensuring organisational performance (Yen & Niehoff, 2004). It is individually discretionary behaviour that boosts an organization's overall productivity but is not immediately or formally acknowledged through official incentive scheme (Organ, 1988).

In order to attract positive contributions of employees, it is important to critically analyze the attitude of employees towards their job. Better behavioural constructs are founded on larger attitudinal constructs, according to Attitudinal Theory. So, in order to promote extra-role behaviour, employees should have Positive Attitudes toward work.

Positive attitudes at work are characterised by the presence of positive moods and emotions, as well as a low degree of negative emotions. The Positive Attitudes that are crucial for an organization are good attitude towards job that enhances work productivity, collaboration and originality (Harrison, et. al. 2006); job satisfaction that enhances job performance (Weiss & Copanzano, 1996) and reduces absences (Meyer et. al. 2002); pleasant feelings that support learning along with cooperation (Fredrickson, 2001). This positive attitudinal construct has been termed as Happiness at Workplace (HAW), which is measured by positive emotions

towards the work (Engagement), happy feelings towards job characteristics (Job Satisfaction) & happy feelings towards the organization (Affective Organizational Commitment) (Fisher, 2010).

It follows that the happy employees are optimistic and this optimism is the real driver of extra-role behaviour of workers at their workplace. These happier employees succeed more in their career and leads to more committed behaviour in their organizations in comparison to those employees who are less engaged and less happy. In this research study, the researcher also examines if 0rganizational Citizenship Behaviour (OCB) differs with reference to age and gender of the employees.

This research study presents a model to show the relationship between wide positive attitude, Happiness at Workplace (HAW) and Organizational Citizenship Behaviour (OCB).

Additionally, the current research study outlines significance of organizational learning approach to better understand the job behaviours. It emphasizes that the process of development of Organizational Citizenship Behaviour will take place better when the employees are provided with learning circumstances within the organization. This study also suggests that under certain learning conditions, happiness at workplace promotes extra-role behaviours. This research further puts forward another model which shows that the Organizational Learning Capability mediates connection between Happiness at Workplace (HAW) and Organizational Citizenship Behaviour (OCB).

The knowledge intensive population is needed for this study where attitudes and learning capabilities are particularly essential to achieve beyond their expected targets. So, the researcher targeted the EdTech Companies, that can serve as new growth catalyst for Indian Economy.

This research study, being first of its kind, makes a distinctive contribution by bringing out connection of happiness with citizenship behaviour at workplace in EdTech Companies where attitudes and learning capacities are especially crucial to achieve beyond predetermined goals. No single piece of literature could be found that adequately, completely, and accurately explained the relationship between attitudes and extra-role behaviour in the learning context especially from the perspective of employees working in EdTech Companies.

2. Review of Related Literature

The keywords were explored in order to research the published literature, and the outcomes were screened. The study excluded papers that did not meet the research area.

2.1 Happiness at Workplace (HAW)

Gattiker & Larwood, 1988 described that work satisfaction is measure of worker's attitudes along with expectations regarding compensation amount, the level of challenge, or the level of security that could influence how that person views his or her professional successes.

Diener et al., 1999 suggested that global assessments, personal contentment, pleasant feelings predominance as well as minimum level destructive impact are all considered indicators of happiness. However, despite the value of happy attitudes at work, the literature demonstrates that it might be challenging to label or define specific feelings.

Judge et al., 1999 investigated that the one key factor for assessing a person's career as a whole is career satisfaction, which serves as a proxy for one's perception of the quality of their work life.

Meyer et al., 2002 explained that emotional attachment encompasses emotional ties, identification, and participation in the organisation, as well as attitudes toward the company as a whole.

Bakker and Demerouti, 2008 stated that the employee engagement increases motivation, involvement in work and organisation, productivity, and willingness to go above and beyond expectations to support the survival and growth of their enterprises. High-engagement workers who are content with their jobs overall are content in their personal life.

Kesebir & Diener, 2008 investigated that the concept of happiness is not clear-cut and has been given many distinct definitions. He stated that evaluations of one's life on a whole, personal satisfaction, the predominance of happy feelings, and a lack of negative effect are all characteristics of happiness.

Fisher, 2010 conceptualized that three categories, taken together, broadly reflect Happiness at Workplace (HAW): affective implications and emotions at job; evaluations of employment features including pay, monitoring as well as future prospects; and sentiments of organisational loyalty. Accordingly, he represented the aspects, terming them as engagement (certain power source as well as drive linked with enthralling ability as well as being enthusiastic about one's task) job satisfaction (an emotional idea which expresses thoughts regarding workplace circumstances, such as pay, job prospects, or peer relationships) and affective organisational commitment (affectionate feeling as well as organizational loyalty).

Erdogan et al., 2012 proposed situation of pleasure at work, according to which happiness is based on environmental contentment and that the understanding happiness or well-being at work depends on factors such as leadership, career growth, job features, and person-environment fit.

Rastogi, 2020 stated that workplace happiness is connected with the positive concepts like pleasure, fulfilment, well-being, & happiness and emphasizes on positivity aspects of human life instead of negative.

2.2 Organizational Learning Capabilities (OLC)

Fiol & Lyles 1985, Senge, 1990 & Slater and Narver, 1995 explained that the organisation learning capabilities is a system wherein workers can influence the competencies & behaviours of the businesses by relying on experience of their everyday situation and the comprehension of creation of fresh knowledge.

Dibella, Nevis, & Gould 1996 defined organisational learning as the method by which organisations alter their beliefs, guidelines, procedures, or expertise in order to maintain or enhance performance.

Goh and Richards 1997 defined Organizational learning capability (OLC) as characteristics or elements of the management and organisation that aid in organisational learning or permit organisations in attaining learning.

Chiva et al., 2007 proposed that OLC is understood by measurement systems as a notion made up of five elements: innovation, risk-taking, engagement with outside world, communication, as well as participatory consensus-building. The organisational & managerial traits which support organisational learning or permit organisations to learn are referred to as organisational learning capabilities (**Chiva and Alegre, 2009**).

Jimenez, Sanz-Valle 2011 stated that organisational learning capabilities are managerial and organisational traits of the components that enable and support the process of learning in an institution. OLC is one of the significant variables that leads to the development of higher levels of performances which in turn helps the organizations in gaining the persistent long-run benefits in the marketplace in comparison to its competitors.

2.3 Organizational Citizenship Behaviour (OCB)

Organ, 1977 emphasized that a content employee can make some discreet contributions that can increase the organization's total productivity in conjunction to the quantifiable dimensions of productivity. The severe requirements of in-role performance are typically exceeded by these discreet contributions, which do not formally make a claim on the organization's reward system or its contractual compensation.

Organ, 1988 described that the Organizational Citizenship Behaviours (OCBs) are the discretionary patterns of behaving which are not expressly rewarded by an official reward system but contribute to the organization's overall effectiveness. Organ (1988) popularised a five-dimensional OCB framework, which is now the most widely used conception. Organ's five-dimensional taxonomy contains altruism (helping behaviors of employees voluntarily and concern for the well being of co-workers, such as assisting co-workers with excessive workloads), conscientiousness (being responsible and performing above the minimal acceptable levels of workplace requirements in terms of organizational norms, punctuality, resource conservation, and other internal maintenance issues), sportsmanship (propensity to focus on the positive parts of organisations instead of negative parts, such as accepting the unavoidable workplace difficulties without complaining), courtesy (voluntary efforts intended at preventing workplace conflicts with coworkers, such as informing coworkers of behaviours that may cause them inconvenience), and civic Virtue (proactive, constructive participation and dedication to the organization as a whole, for example, volunteering for additional tasks).

Organ, 1997 expounded on the three essential qualities of OCB in order to clear up any ambiguity on OCB. These behaviours are voluntary in nature, meaning that OCB performance is not a job requirement, but rather a question of personal preference. The benefits of demonstrating citizenship behaviours are not always assured. These actions are necessary for an organization's efficient and effective operation.

Wilson, 2000 described OCB as a type of helping act which involves spontaneous aid and a higher sense of commitment, and in that time is freely given to benefit other people, groups, and organisations.

Eastman and Pawar, 2005 proposed that the larger framework of extra-role behaviours include political behaviours, OCB, and negative behaviours, implying that OCB is only one kind of extra-role behaviour.

Podsakoff et al., 2009 defined citizenship behaviour in firm as spontaneous, not regarded as formal component of firm's structured framework that gets influenced due to the culture of firm, which in turn impacts worker's efficiency.

2.4 HAW is positively related to OCB

Moorman, 1993 created a model using structural equations that demonstrated relationship among work-related attitudes with the behaviours towards organisation. In particular, he suggested that dedication towards organisation, procedural justice, and job satisfaction could be precursors to OCB. His findings demonstrated the crucial position of procedural fairness in that concept.

Armstrong, 2006 investigated that encouraging employees' happiness is fundamentally one of the components of strategic approach towards organisational behaviour along with HRM that aims at encouraging managers' engagement and commitment that will aid to preserve the finest possible personnel. **Dalal et al., 2009** demonstrated that the happy feelings and OCB are connected. **Ziegler et al., 2012** discovered strong connection among job satisfaction, feelings as well as citizenship behaviour at workplace.

Spence et al., 2014 investigated link among the feelings of gratitude and citizenship behaviour at work. **Imer et al., 2014** demonstrated how emotions as well as numerous responsibilities impact the citizenship behaviour. And this demonstrates that identifying the favourable attitudes that precede citizenship behaviour is indeed of scholarly importance.

Joo & Lee, 2017; Carmeli et al., 2009; Diener, 1984 investigated that the people could be considered to be performing better when they're financially secure, physically healthy, have steady job, and are emotionally secure. **Mousa and Puhakka, 2019** conducted a recent study targeting doctors in healthcare industry of Egypt and emphasised how participation within organizations encourages doctors to show organisational engagement.

The review of the literature from the past clearly suggests that the organization which promotes feelings of gratitude, satisfaction and organisational belongingness among their workers, tends to build up a workforce that exhibits citizenship behaviour towards their organisation.

2.5 OLC mediates relationship between HAW and OCB

HAW and OLC

Fredrickson, 2001 suggested that workplace happiness, described as favourable attitude along with emotionally connected condition, may encourage learning, thereby increasing individual as well as societal benefits. Optimistic attitudinal situations facilitate learning with collaboration. **Bakker et al., 2012** stated that individual resources (engagement) contribute in enhancing learning.

According to **Xanthopoulou et al., 2008**, people are motivated to generate resources if they don't feel any kind of risk or insecurity, which is additionally encouraged in a situation having higher HAW level. For organisational learning to occur, the situation of facilitated communication as well as dialogue is necessary (**Weick and Westley, 1996**). Various OLC facilitators have been studied in the past, including organisational trust (**Guinot et al., 2013**).

In our opinion, happier doctors will provide the learning environments necessary for them to build their own capabilities. Support network from co-workers as well as superiors along with satisfaction will lead to happier mindsets, which will ultimately encourage creativity, risk-

taking, contact with the outside world, conversation, and collective decision. Therefore, we assert that HAW is positively related to OLC.

OLC & OCB

Simon, 1993 stated that there is connection between learning and OCB. As people learn, they widen the immediate goals, adjust their own preferences, as well as start to think about continual learning throughout the organization in its entirety. **George and Jones, 1997** proposed that organizational learning conditions may be strongly correlated with the occurrence of OCB in organisations.

Hult et al., 2003 suggested that a having a strong capacity for learning leads to more immediate, non-monetary rewards like staff innovation and productivity. **Hobfoll et al., 2003** studied that personal resources are positive assessments about oneself as they are closely tied to beneficial attitudes, have a positive effect on the workplace, and encourage individual growth and development. According to **Yang et al., 2004** research, learning capacity and economic outcomes are positively correlated.

Shipton, 2006 investigated if the methods designed to encourage learning are connected to the enhanced efficiency along with productivity in an organization. The literature makes an effort in identifying characteristics along with results that one might anticipate in situations where organisational learning is successful as well as to create reliable scales to measure these characteristics. **Flores et al., 2008** reported a positive connection between organizational learning capabilities & various other performance metrics.

Jo & Joo, 2011 stated organizational learning beliefs broaden workers' horizons outside the formally assigned jobs besides motivating peer workers in supporting one another in case accomplishing a group goal puts the quality standards of an organization into danger.

After reviewing the related literature, we propose that organisation learning capabilities raises the citizenship behaviour among the workers toward the organisations. Our findings based on literature review show that OLC is positively connected with OCB. Earlier in this research, we have also found out that HAW is positively connected with OLC, based on literature review. Hence, our study hypothesizes that OLC acts as a mediating variable ebetween HAW and OCB.

3. Description of Broad Area

3.1. Rationale of the Study/Research Gaps –Need of the current research study was felt after related literature was studied and the research gaps were identified.

- As the competition is growing and becoming more challenging, the employers expect their employees to perform beyond the assigned job responsibilities and the traditional concept of job satisfaction does not meet the employer's expectation of extra-role behaviour. As a result, present research is needed to examine the factors leading to Organizational Citizenship Behaviour (OCB). On review of related literature, it is proposed that happiness at work enhances extra-role performance of the workers. Hence, this research is required to put forth connection of Happiness at Work (HAW) with Organizational Citizenship Behaviour (OCB).

- Although much study has been done on traditional job satisfaction, there is a serious research gap in the management sector when it comes to workplace happiness. So, this research is needed to shift the focus of the employers from the traditional concept of job satisfaction towards the new emerging concept of Happiness at Workplace.

- Different components have been used by different researchers to interpret the concept of workplace happiness. Further Research is required to build wider and more accurate dimensions of Happiness at Workplace (HAW).

- Little Research has been done to find out the mediating variables between the two variables, Happiness at Workplace (HAW) & Organizational Citizenship Behaviour (OCB). So, this research study is undertaken to examine if there is any mediating variable between HAW & OCB.

- This Research is required in determining role of learning capabilities in raising employees' organizational citizenship behaviour and to further establish OLC as a mediating factor between HAW & OCB.

- Most of Research done so far in the field of Workplace Happiness and Performance and/or outcomes has been conducted in Health Sector & that too in developed countries. So, more research is needed in different organizational contexts and in developing countries like India.

- In EdTech Companies, attitudes and learning capacities are especially crucial to achieve beyond predetermined goals. No single piece of literature could be found that adequately, completely, and accurately explained the relationship between attitudes and extra-role behaviour in the learning context especially from the perspective of employees working in EdTech Companies. Hence, the strong need of conducting this research study for the employees of EdTech Companies is felt.

3.2 Operational Definitions

Happiness at Workplace - Fisher defined Happiness at Workplace - Happy feelings towards work itself; happy feelings towards the job characteristics; and the happy feelings towards Organisation as a whole (Fisher, 2010). Accordingly, the concept of HAW is captured using three broad dimensions. These are termed as follows:

a. **Engagement -** A unique source of energy and drive linked with ability of being enthralled and enthusiastic about one's task.

b. **Job Satisfaction** – A reactive notion that encompasses thoughts and emotions related to situations at work including compensation, opportunities in career, or peer relationships.

c. **Affective Organisational Commitment** - Feelings of attachment to firm along with a sense of belongingness.

Organizational Citizenship Behaviour - OCBs are voluntary behaviour patterns that are not expressly rewarded by an official reward system but contribute to the organization's overall effectiveness (Dennis W. Organ, 1988). Organ (1988) popularised a five-dimensional OCB framework, which is now the most widely used conception. Organ's five-dimensional taxonomy contains the following:

a. **Altruism**- It means helping behaviours of employees voluntarily and concern for the well being of co-workers, such as assisting co-workers with excessive workloads.

b. **Conscientiousness**– It means being responsible and performing above the minimal acceptable levels of workplace requirements in terms of organizational norms, punctuality, resource conservation, and other internal maintenance issues.

c. **Sportsmanship** – It demonstrates employees' propensity to focus on the positive parts of organisations rather than negative parts, such as accepting the unavoidable workplace difficulties without complaining.

d. **Courtesy** – It involves voluntary efforts intended at preventing workplace conflicts with coworkers, such as informing coworkers of behaviours that may cause them inconvenience.

e. **Civic Virtue** – It entails proactive, constructive participation and dedication to the organization as a whole, for example, volunteering for additional tasks.

Organizational Learning Capabilities (OLC) – OLC is the procedure by which businesses and/or employees engage in learning so that they can improve outcomes. Chiva et al. (2007) created measuring method that views organizational learning capabilities being the notion which consist five components. These are:

a. **Experimentation**- Using novel solutions, new concepts, being curious and changing one's working methods.

b. **Risk Taking**– Accepting mistakes as well as uncertain environment at workplace.

c. **Interaction**– Interactions between firm and its rivals as well as with the financial, economical, societal as well as judicial environments.

d. **Dialogue**- Common understanding procedures.

e. **Participative Decision-Making**– The degree of impact that workers exert while formulation of decisions at upper level of management.

3.3 Theoretical Background

The proposed model of the research study is based on different theories, as mentioned below:

Social Exchange Theory– Obtaining something of value (a reward) in exchange for giving up something of value that leads people to get engaged into social behaviour, as per the social exchange theory (Thibault and Kelly, 1959). According to this theory, behaviour of worker results from social or economic exchange relationships. Economic exchange is referred to job offers, and the social exchange refers to feelings of respect. More employees participate in OCBs as a result of these relationships being of higher quality.

Attitudinal Theory – This theory suggests that positive behaviours are the product of positive mindsets. Ziegler et al. (2012) discovered constructive connection among job satisfaction, feelings and job behaviour. Dalal et al. connected good affect with citizenship behaviour.

JD-R Theory – This theory poists, resources at work encourage favorable attitudes at work like being passionate at work and being committed towards work and this in turn ultimately leads to extra-role behaviours.

Effort Recovery Model - When working conditions provide a wealth of sources and benefits, skills and abilities are appreciated and rewarded. It appears that workplaces that encourage learning may have an impact on the behaviour of the employee. It supports that OLC leads to OCB.

Conservation of Resources Theory– This theory states that individuals strive in obtaining, maintaining as well as protecting commodities that include things (tangible items), personality traits (ego, fearlessness), circumstances as well as powers, (Hobfoll,

1989). In addition, having resources makes it possible for people to acquire other resources. This supports the relationship of HAW with OLC.

Theoretical framework can be summarized in a tabular form, as below:

S. No.	Name of Theory	Relations Among Variables
1.	Social Exchange Theory	HAW is directly related to OCB.
2.	Attitudinal Theory	HAW is directly related to OCB.
3.	JD-R Theory	HAW is directly related to OCB.
4.	Effort Recovery Model	OLC is directly related to OCB.
5.	Conservation of Resources Theory	HAW is directly related to OLC

3.4 Problem Statement

A STUDY OF HAPPINESS AT WORKPLACE (HAW) & ORGANIZATIONAL CITIZENSHIP BEHAVIOUR (OCB) OF EDTECH EMPLOYEES

4. Objectives of the Study

1. To assess the level of Happiness at Workplace (HAW) and Organizational Citizenship Behaviour (OCB) of EdTech employees.

2. To evaluate the influence of age and gender on the Organizational Citizenship Behaviour (OCB) Level of EdTech employees.

3. To measure the influence of Happiness at Workplace (HAW) on the Organizational Citizenship Behaviour (OCB) of EdTech employees.

4. To investigate whether Organizational Learning Capabilities (OLC) mediates the association between Happiness at Workplace (HAW) and Organizational Citizenship Behaviour (OCB) of EdTech employees.

5. Hypotheses of the Study

The hypotheses, that were established to evaluate the research objectives, are as follows:

Objective 2: To evaluate the influence of age and gender on the Organizational Citizenship Behaviour (OCB) Level of EdTech employees.

Hypothesis: Two hypotheses were established to evaluate the above-mentioned objective:

H_A1: Age significantly influences the Organizational Citizenship Behaviour (OCB) Level of EdTech employees.

H_A2: Gender significantly influences the Organizational Citizenship Behaviour (OCB) Level of EdTech employees.

Objective 3: To measure the impact of Happiness at Workplace (HAW) on the Organizational Citizenship Behaviour (OCB) of EdTech employees.

Hypothesis: With regard to the three identified dimensions of Happiness at Workplace (HAW) in order to examine their influence on Organizational Citizenship Behaviour (OCB), following three hypotheses have been formulated:

H_A3: Engagement has significant positive impact on Organizational Citizenship Behaviour of EdTech Employees.

H_A4: Job Satisfaction has significant positive impact on Organizational Citizenship Behaviour of EdTech Employees.

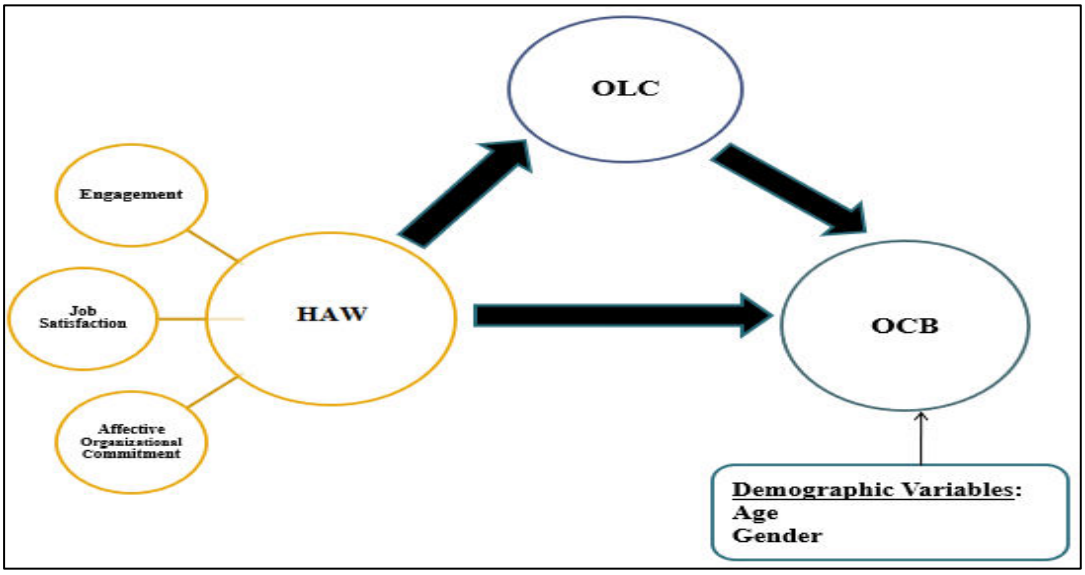
H_A5: Affective Organizational Commitment has significant positive impact on Organizational Citizenship Behaviour of EdTech Employees.

Objective 4: To investigate whether Organizational Learning Capabilities (OLC) mediates the association between Happiness at Workplace (HAW) and Organizational Citizenship Behaviour (OCB) of EdTech employees.

Hypothesis: To examine and draw conclusions about the aforementioned objective, the hypothesis that was identified to be tested is:

H_A6: Organizational Learning Capabilities (OLC) mediates the relationship between Happiness at Workplace (HAW) & Organizational Citizenship Behaviour (OCB).

6. Research Model



7. Research Design and Methodology

7.1 Variables of the Study

- ✓ **Independent Variable:** Happiness at Workplace (HAW)

  Sub-Variables of this Independent Variable are as follows:

  a. Engagement (ENG).
  b. Job Satisfaction (JS).
  c. Affective Organizational Commitment (AOC).

- ✓ **Dependent Variable:** Organizational Citizenship Behaviour (OCB).

- ✓ **Mediating Variable:** Organizational Learning Capability (OLC).

7.2 Sampling Design

a. **Sampling Frame –** In this research study, the sampling frame will comprise of employees EdTech Companies in India, where technology is being used to empower the process of learning. The EdTech is one of the prominent emerging sectors in India that has made exponential growth since 2020. As per the IBEF report in November 2021, the EdTech Sector in India was worth $750 million in 2020. This Sector is predicted to increase to $ 4 billion by 2025 at a CAGR of 39.77% (IBEF, 2021). From the estimated market valuation $ 4 billion, $ 1.5 billion is expected to be focussing upon K–12 (Preschool to Class 12), post school foundation and pre-preparation classes (IBEF, 2021). Based on increasing interest and growth potential in K12 Learning, Skill Development Courses and Entrance Exams, the top 5 Edtech Companies of India (key players) were taken for the study – BYJU's, Unacademy, upGrad, Vedantu and Toppr (*ED-TECH INDUSTRY IN INDIA*, n.d.; IBEF, 2021; Rangan Das, 2022). The responses of the employees from the top 5 leading EdTech Companies will be collected via Questionnaire in Online Mode.

b. **Sampling Technique** – In this research study, quota sampling technique will be used to analyze the responses collected. Equal number of responses from each of the top 5 leading EdTech companies' employees will be considered for final analysis. The findings of this representative sample will then be used to generalize the results.

c. **Sample Size** – For factor analysis, 5 to 10 findings per item are preferred, while SEM models require a sample size of at least 500 responses (Hair *et al.* 2009). Since our study involves both factor analysis of 61 items in total and the use of SEM, sample size must be somewhere between 305 and 610. Given that a larger sample size increases the likelihood of producing meaningful results (Cohen, 1996), it was suggested to collect a larger size sample. Since previous studies related to the variables in this research considered a sample size of approximately 500 (Singh & Banerji, 2022; Islam et al., 2012; Swart & Rothmann, 2012), a sample size of 500 responses was taken into consideration for this study.

7.3 Data Collection

The methodology applied for data collection in primary mode would be Questionnaire (Online). Primary data will be collected from the employees of EdTech Companies via Questionnaire in Online mode. Same will be tabulated, analyzed and interpreted.

7.4 Research Tools

a. The Scale of Utrecht Work Engagement (UWES) will be used to measure Engagement. This scale (Schaufeli et al. 2002) has 17 items (representing vigor, dedication and absorption), and responses range from 1 never to at most 7 for always.

b. The Schriesheim and Tsui (1980) Scale will be used to measure job satisfaction level, which consists 6 items. The responses on this scale range from strongly disagree to strongly agree.

c. Allen and Meyer (1990) Affective Commitment Scale will be used to evaluate affective organizational commitment. This comprises 8 items and they vary between strongly disagree and strongly agree on a 7-point Likert Scale.

d. Chiva and Alegre (2007) Scale is utilized to measure Organizational learning capability. This has 14 items and is calculated on Likert Scale ranging from totally disagree to totally agree.

e. Lee and Allen Scale (2002) will be used to measure Organizational citizenship behaviour. This consists 16 items that range from 1 not at all to 7 very much.

f. The Questionnaire will be prepared using the above 5 Scales to investigate the relationship among variables in the study along with the demographic variables (age and gender).

7.5 Data Analysis

- A descriptive analysis of the data will be done with the use of descriptive statistics, wherein mean, median, mode, frequency, percentage, skewness, kurtosis, standard deviation, variance, etc. will be calculated.

- Reliability and Validity of the Scales will be examined through statistical tools like Cronbach's Alpha, etc.

- Factor Analysis will be done to describe variability among the variables and to reduce the factor loading. T-test/ANOVA/Regression, etc. will be used to verify the bivariate hypotheses.

- Structural Equation Modelling (SEM) Technique will be used to examine the existence of mediating variable.

8. Contributions of the Study

- This Research Study would be significant in today's competitive world where employers' expectations are high and employees' do not feel enthusiastic enough to contribute beyond their assigned tasks.

- This Study will provide integrated approach towards Organizational Citizenship Behaviour (OCB). This will combine attitudinal as well as learning theories to comprehend OCB characteristics.

- This Study will contribute towards the wider and comprehensive knowledge about Happiness at Workplace (HAW) by considering its different dimensions.

- This Research Study will be helpful in promoting positive attitudes at workplace to promote citizenship behaviour among employees.

- This Research study will cater the need of learning conditions to induce extra-role behaviour at workplace and will be helpful to develop the mediating role of

organizational learning capabilities between happiness at work and citizenship behaviour.

- This study will help in meeting the primary goal of organizations to acquire competitive edge in the outside world by motivating the employees to perform beyond the assigned tasks.

- This Research study will develop the core theme of attitude, learning & behaviour at workplace and will open up new ways for conducting research into the disciplines of Human Resource Management as well as psychology.

9. Scope and Delimitations of Research Study

The present Research Study includes the study of engagement, job satisfaction, affective organizational commitment, organizational learning capabilities (experimentation, risk taking, interaction, dialogue, participative decision making) and organizational citizenship behaviour (altruism, conscientiousness, sportsmanship, courtesy, and civic nature) with respect to employees of EdTech Companies.

The demographic variables of population with reference to age and gender will also be studied, and the study will not include other demographic variables such as income, experience, nature of work, etc. The scope of the study will not include any mediating variable other than organizational learning capabilities (OLC).

10. Limitations of Study

First limitation of this study is with respect to the sampling technique used as the researcher has chosen convenient sampling depending upon availability and willingness of the employees in participation of this survey. Secondly, this study excludes the presence of any other mediating variable that may exist between happiness at workplace and organizational citizenship behaviour. Lastly, the demographic variables such as income, nature of work, experience, etc. have been dropped out of the scope of the study.

11. Chapter Outline

This research is divided into five major chapters. These are listed in the following table:

S. No.	Chapterization	Topic
1.	Chapter One	Introduction.
2.	Chapter Two	Literature Review.
3.	Chapter Three	Research Methodology.
4.	Chapter Four	Results & Discussion.
5.	Chapter Five	Conclusion, Implications, Limitations & Future Research Directions

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A STUDY OF HAPPINESS AT WORKPLACE AND ORGANIZATIONAL CITIZENSHIP BEHAVIOUR OF EDTECH EMPLOYEES

by Preeti Goel

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A STUDY OF HAPPINESS AT WORKPLACE AND ORGANIZATIONAL CITIZENSHIP BEHAVIOUR OF EDTECH EMPLOYEES

SHORT SYNOPSIS

by

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Year 2022-2023

ABSTRACT

Organizations have become reliant on the employees' job behaviours and attitudes that go above and beyond the call of duty, referred to as Organisational Citizenship Behaviours. This research study aims at improving employees' behaviour in response to business needs. Previous studies have shown that happy people are more creative, productive, and successful at completing tasks. Hence, this research study investigates the relationship between Happiness at Workplace, HAW (positive attitudes at workplace) and organisational citizenship behaviour, OCB (extra-role behaviour). This study also investigates whether the age and gender of employees has any influence on the level of OCB. This research study also describes an organizational learning strategy for explaining work behaviour. It demonstrates that the OCBs are better promoted by happiness at workplace under specific learning circumstances. The focus of this study is on the workers of EdTech Companies where

attitudes and learning capacities are especially crucial to achieve beyond predetermined goals. This research study also examines if Organizational Learning Capability mediates connection between and Happiness at Workplace (HAW) and Organizational Citizenship Behaviour (OCB) of EdTech Employees.

Keywords: Happiness at Workplace, Organizational Citizenship Behaviour, Organizational Learning Capabilities, Demographic Variables, EdTech Employees.

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